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VISUAL ACTIVITY CONSISTS OF FEATURES THAT NURTURE MENTAL ACTIVITY AND CREATIVITY IN CHILDREN

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Annotation: Each type of visual activity allows children to develop mental activity, creativity, artistic taste and other qualities. Without these qualities, it is impossible to form the basic foundations of a socially active person. The development of these qualities in clay and plasticine toy making has its own characteristics.

Keywords: Visual activity, children, creativity, activity, painting, teacher.

Many years of observations and research have helped children learn the basics of making toys in and out of class, working together to strengthen children's skills, expand their creative potential, and make children's time fun. And thus help to prepare him for school education.

The task of preschool education is to educate children in the rich national, cultural and historical heritage and spiritual and moral heritage of the people: the formation of national patriotism in children, the need for education in preschool children, the desire to learn and regularly prepare them for education, to develop children's thinking, to form the skills of independent and free expression of their opinions, to ensure the physical and mental health of children.

A toy is an object specifically designed for children's games. Its use helps to expand the horizons of children's knowledge, to arouse their interest in what is reflected in it and the phenomena of existence, to develop independence. Collaborative play with toys builds children's friendships and the ability to coordinate their actions.

Making toys is very important in the education and upbringing of preschool children. It helps to develop perception, memory, figurative thinking, manual labor skills and abilities necessary for successful schooling. Making toys, like any other form of visual activity, creates an aesthetic taste, teaches to feel beauty, to understand its diversity.

"... In the family of works in the field of fine arts," said the sculptor I.Y. Ginsburg, "toy-making plays the same role as arithmetic in mathematics. It is the alphabet of the subject. It's the first form of reading, the first form of narration. "

Adults need to know and study the age characteristics of children, create and choose toys accordingly, and teach children how to make them.

The cognition of a young child is especially sharp. Things that were emotionally perceived as a child will be remembered for a lifetime. Perception of beauty develops in children an aesthetic sense, respect and care for works of art. Works of art expand a child's horizons because they provide specific information. Such works evoke moral feelings in children.

When we talk about making toys out of clay and plasticine in kindergarten, we mean that the visual activity, in the process of this activity, reflects the reality around the children, creating elementary toys using clay or plasticine.

Making even the simplest toy is a creative process. For example, a spherical piece of clay looks like a ball, an orange, an apple to a small child, and a circle of clay that is rounded until the ends come together. During the work, the child enjoys the softness and volume of the clay as he plays with it in different shapes, and is happy with the shape he has made.

At the same time, the child understands the different properties of clay and plasticine, gets acquainted with the three-dimensional shape, structure and proportions of the object, learns to aim with the precise movement of the hands, develops constructive abilities. Properly covered, it will withstand a great deal of adverse conditions.

In clay and plasticine toy making, educators are tasked with developing children's creativity, developing their visual and technical skills, and arousing interest in the activity. Kindergarten education is designed to prepare children for school.

Making toys out of clay and plasticine, like painting, has a special place in the system of aesthetic education and has its own characteristics.

Each type of visual activity allows children to develop mental activity, creativity, artistic taste and other qualities. Without these qualities, it is impossible to form the basic foundations of a socially active person. The development of these qualities in clay and plasticine toy making has its own characteristics. For example, every object has a size and the child can see it from all angles. Based on the perception of the object, an image is formed in the mind of the kindergarten child. He draws on his own knowledge of real-life toys to make toys that reflect all aspects of an object, not just one as a child draws or makes appliqués. Because he no longer has to use the conditional expression that is needed in other forms of visual activity. In addition, making toys out of clay and plasticine develops and enhances the natural feel of painting with both hands rather than drawing or appliqué. The active movement of the hands makes the shape more accurate. As a result, children learn to draw faster and begin to work independently without adult guidance, which in turn leads to the rapid development of children's creativity.

Children's quick mastery of drawing techniques allows them to create two- or three-figure plot toys earlier than appliqués or drawing. For example, a large-scale object in the picture is depicted at the bottom of the page, as well as larger. Figures made of clay or plasticine are placed on a board or clay platform in a real available space.

All types of activities shape the child’s independent approach to finding new ways of figurative expression. In the process of making toys out of clay and plasticine, children develop the ability to look for innovation while teaching them what they need. This is because it is possible to correct the shapes directly with the fingers, a wooden pen, sticking mud to the sunken areas, or removing excess mud that is interfering with the shape. The child can recreate the shape several times. This is not possible in an image or application.

Different types of visual activities shape a child’s artistic taste. If the drawing and application affect the aesthetic upbringing of children through the sharpness of the lines and the brightness of the colors, the voluminous shape, softness and rhythm of the object come first in the design of toys. All three of these components are present in real space, and the child develops the ability to quickly perceive and learn the beauty of plastic shapes, the proportions of their parts, and develops attention and curiosity about the surrounding reality.

The content of children's toys is also unique. If the sculptor's job is to make living things, children will try to make almost everything around them. This is because kindergarten children often do not understand the meaning of plastic representation of an object, they still do not feel the beauty of plastic

shapes. When they make something out of clay or plasticine, they often think that the only goal is to make an object and then play with it.

Preschoolers, under the guidance and guidance of a tutor, use a wooden pencil, knowingly select carcasses, and use them not only to attach parts, but also to express the characteristic features of a shape.

Making a toy with a plot requires a lot of work from the child, because he has to make each object in the composition, place it in the desired position with or without a base, and fill it with details.

To create a plot composition, you first need to think about the base, its size and shape, and then create it, distribute and reinforce the objects on it. Often children do not think about the size and shape of the sole at first, do not fasten objects to it, make it thin. The shape and size of the base do not depend on the overall shape, shape or size of the figures. This is because in the eyes of children of this age, the floor is just a surface (floor, floor) on which objects are placed. The educator should teach the children to make a thick, large enough and beautiful base, and to place objects logically on it. This allows you to successfully solve tasks of a compositional nature.

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